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ABSTRACT

Parents served by the Madison, Wisconsin, Metropolitan School District were surveyed to gather information on parent employment and child care arrangements, and attitudes about the kinds of support that should be made available for school-age children. Also elicited were beliefs about the age when children could be safely left alone. A total of 7,437 questionnaires were distributed to all parents with children in the district's 27 elementary schools; 2,914 forms were returned. All completed surveys were tabulated for 12 schools, and a sample of 20 percent of the surveys was tabulated for each of the remaining 15 schools. Findings were reported in terms of the following categories of data: general characteristics of the population, current child care arrangements, time parents are home, problems with current arrangements, community supports for children, age parents believe children can be left alone for various periods of time, and parents' comments. Appended are the survey instrument; a table indicating percentages of two-parent and single-parent families served by each school; and brief summaries of comments concerning aspects of child care such as responsibility, needs, problems, and concerns for children's well-being. (RH)

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Final Report

School-Age Child Care Parent Survey

1984

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BACKGROUND

In 1983 the City of Madison Day Care Advisory Board established a Task Force to examine the problems and issues related to the care of school-age children. The Advisory Board had been receiving information about children who were without care and supervision and about requests from parents who were unable to find suitable care for children when school was not in session. The charge of the Task Force was to examine information regarding school-age care needs and problems related to lack of supervision and to make recommendations which could help decision makers address the problems.

In May, 1983 the Task Force released a final report including seven recommendations which were adopted by the Madison Common Council and the Madison Board of Education. The first recommendation included the need to develop a mechanism for obtaining information about the care and supervision of school-age children. Soon after the adoption of the Task Force final report, the Madison Office of Community Services contracted with Community Coordinated Child Care (4-C) to conduct a survey of parents with children in the elementary schools to determine their current arrangements for school-age child care and identify the needs of these families. This report is a summary of findings from the 4-C survey of families in the Madison Metropolitan School District (MMSD).

Survey Methodology

The survey form* was designed to gather information on parent employment and child care arrangements, as well as to determine some of the parent attitudes about the supports that should be available for school-age children and the age when children are capable of being left alone. A total of 7,437 survey questionnaires was distributed to all parents with children in one of the 27 elementary schools in the Madison Metropolitan School District. The questionnaires were given to the youngest child in the family to be carried home to the parent. Although the instructions to parents indicated that completed questionnaires could be returned to the schools, many parents returned the form to 4-C by mail. The response rate was very good for this type of survey: 2,914 forms were returned (39% of all families). The range of responses by school was from 22% at Lincoln to 60% at Gompers. Table 1 on page 3 shows the number of questionnaires distributed and returned and the percentage of return by elementary school.

In 12 elementary schools, all completed surveys were tabulated. These schools included Allis, Elvehjem, Emerson, Falk, Franklin, Gompers, Lakeview, Leopold, Lincoln, Lindberg, Mendota, and Orchard Ridge. For the remaining 15 schools, a sample of 20% of the surveys were tabulated for each school.

FINDINGS

General Characteristics of the Survey Population

The total number of children represented in the survey was just under 6,000** (Figure 1 illustrates the number of children by age group). This represents 2.06 children per family. 1980 census data reports 1.65 children in single-

*See Appendix A for copy of survey form.

**Weighted sample.

parent families and 1.83 children in two-parent families. The fact that families with only children under the age of six were not included in the survey could explain the higher number of children per family in the respondents.

Figure 1

Number of Children by Age Groupings
(n = 2,910 families / weighted sample)

	Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Middle	High
TOTAL NUMBER OF CHILDREN IN EACH AGE GROUP	759	762	672	655	592	628	575	791	529

Of the 2,914 families that responded, 16% were single parents. This is slightly lower than that information from the Madison Metropolitan School District, which is 18% single parents for all schools. When data for individual schools are compared (See Table 1 and Appendix A), only Lindbergh, Lowell and Randall appear to have a higher percentage of single parents responding to the parent survey. In Emerson, Franklin, Lincoln, Mendota, Sandburg and Schenk, the percentage of single parents responding to the survey was more than five percentage points lower than the school data on single-parent families.

Of the 2,914 families responding to the survey, 63% indicated that the mothers were employed; 58% of the employed mothers worked full-time and 42% worked part-time (See Table 1, Page 3). While this is lower than the 1980 census data which found that 74% of the women with children between the ages of six years and seventeen years of age were in the labor market, is not unexpected, as that percent of employment tends to increase with the age of the children. One might also expect that because of time pressures working parents would be less likely than non-working parents to complete and return questionnaires. The need for child care is, of course, not only a female employment problem: increasingly, fathers gain custody of their children in divorce cases and there are more joint custody situations. Overall, 94% of the fathers in this sample were employed full-time.

In about 7% of the families in the survey, another adult lives in the household. This other adult could include a relative such as grandparent or college age child or a boarder or friend. In some cases these other adults may be sharing some of the child care responsibilities.

The median income of families responding to the questionnaire was $21,567. This figure is slightly below the median income of $22,856 reported for the City of Madison in the 1980 census.

Table 1

Response Rate By Schools, Family Demographics, and Mode of Transportation to Individual Elementary Schools

School	RESPONSE RATE			FAMILIES (%)			EMPLOYMENT OF MOTHERS (%)			CHILD'S TRAVEL TO SCHOOL	
	Number Sent	Number Returned	%	Single Parent	Two Parent	Other Adults	Employed	Full Time	Part Time	Walk	Bus
ALLIS	261	113	43%	7%	84%	9%	79%	63%	37%	43%	47%
CRESTWOOD	221	106	48%	8%	87%	5%	52%	50%	50%	32%	68%
ELVEJHEM	273	132	48%	10%	82%	8%	70%	49%	51%	90%	6%
EMERSON	300	92	31%	18%	71%	11%	65%	57%	43%	60%	31%
FALK	303	173	57%	7%	86%	7%	62%	51%	49%	97%	---
FRANKLIN	188	43	23%	31%	67%	2%	50%	91%	9%	5%	87%
GLENDALE	252	96	38%	20%	77%	3%	87%	85%	15%	57%	43%
GOMPERS	226	135	60%	5%	85%	10%	70%	59%	41%	92%	---
HUEGEL	277	127	46%	8%	92%	---	67%	51%	49%	97%	---
KENNEDY	419	216	52%	13%	87%	---	71%	53%	47%	86%	3%
LAKEVIEW	349	137	39%	25%	64%	11%	64%	54%	46%	40%	52%
LEOPOLD	412	143	35%	21%	73%	6%	66%	63%	37%	42%	50%
LINCOLN	358	77	22%	28%	59%	13%	61%	60%	40%	34%	65%
LINDBERG	157	39	25%	14%	86%	---	74%	66%	34%	59%	33%
LOWELL	352	114	32%	19%	62%	19%	63%	57%	43%	63%	34%
MARQUETTE	278	70	25%	25%	62%	13%	70%	66%	34%	59%	33%
MENDOTA	232	73	31%	16%	73%	11%	62%	64%	36%	87%	7%
MIDVALE	280	122	44%	13%	75%	12%	79%	46%	54%	73%	16%
MUIR	245	80	33%	25%	73%	2%	44%	70%	30%	81%	3%
ORCHARD RIDGE	326	134	41%	18%	77%	5%	60%	49%	51%	75%	14%
RANDALL	337	119	35%	17%	73%	10%	84%	83%	17%	83%	4%
SANDBURG	183	79	43%	11%	78%	11%	57%	52%	48%	51%	34%
SCHENK	222	74	33%	14%	77%	9%	75%	52%	48%	74%	21%
SHOREWOOD	331	117	35%	9%	86%	5%	43%	76%	24%	91%	2%
STEPHENS	214	105	49%	18%	82%	---	60%	52%	48%	35%	60%
THOREAU	198	64	32%	8%	84%	8%	68%	48%	52%	74%	18%
VAN HISE	243	134	55%	16%	78%	6%	69%	47%	53%	81%	17%
TOTAL	7,437	2,914	39%	16%	77%	7%	63%	58%	42%		

In summary, the general characteristics of the respondents was very similar to the characteristics of the total Madison population in terms of single-parent families, working mothers and income.

Current Child Care Arrangements

School-age care encompasses many different possibilities. Many parents choose a formal arrangement where there is an agreement between the parent and the day care about the child's participation. These arrangements would include after school day care programs, day care centers, family day care homes/babysitters or sitters who come to the parent's home. Other parents use informal arrangements where the child may come and go such as a drop-in center, the local library or playing with friends in the neighborhood. Parents may also use lessons, classes at the Y, clubs such as Scouts or 4-H and sport groups as child care arrangements. Other arrangements include care by siblings or the "latchkey" practice where children let themselves into their locked homes after school. These arrangements differ in the form and amount of adult supervision, the activities available for children and in the cost to parents. Some arrangements will stress independence and coping for children where others stress protection and worthwhile activities in the care of adults.

In response to the question of what their elementary school children do immediately after school each day, parents indicated that multiple arrangements for children were very common. For example, the parent might provide care two days a week, a sibling might provide care a third day and the child might attend an after school program two days a week. Findings indicated that two-thirds of the children are cared for one or more days a week by either a parent or a relative. Sibling care counted for about 10% of the parent/relative care.

One-sixth of the children (16%) were reported to go home alone and care for themselves after school. The number of children in self care increased with the grade level; from 5% of the kindergarten children in self care to 35% of the fifth graders. If the 16% of children in self care is projected across the district, it would mean that over 1,500 children go home to an empty house at the end of the school day. In cases where sibling care is offered by a middle school child, there is usually a period of self care for the younger child because of the difference in school dismissal times. In some cases the distance between home and middle school may increase the length of the self care period. This portion of self care is not reflected in the 16%.

About 20% of the children went to a day care center or a family day care home/ babysitter after school. The use of these child care arrangements decreases with age: from 30% of the kindergarten children to 7% of the fifth graders. Other after school child care arrangements, which include after school day care program, community care, going to a friend's house or having a sitter care for the child in his/her own home, accounted for from 5% to 10% for the children (See Table 2, Page 5).

Table 2

Number and Percent* of Children in Types of Care After School

(N=2,757 children)

Type of Care	K N=541	1st N=477	2nd N=465	3rd N=420	4th N=446	5th N=408	Total in Each Arrangement
Relative Care (most frequently mother/includes siblings)	388 (72%)	337 (71%)	306 (65%)	306 (73%)	301 (67%)	272 (66%)	1,910 (69%)
Family Day Care or Day Care Center	161 (30%)	135 (28%)	96 (21%)	79 (19%)	51 (11%)	27 (7%)	549 (20%)
Alone/Self Care	27 (5%)	16 (3%)	44 (9%)	71 (17%)	134 (30%)	143 (35%)	435 (16%)
Community Care: "Y," sports, lessons	11 (2%)	26 (5%)	45 (10%)	68 (16%)	65 (15%)	48 (12%)	263 (10%)
After School Day Care Program	20 (4%)	38 (8%)	35 (8%)	28 (7%)	16 (4%)	18 (4%)	155 (6%)
To Another Child's Home (adult may not be present)	30 (6%)	29 (6%)	24 (5%)	19 (5%)	22 (5%)	21 (5%)	145 (5%)
Sitter in Child's Home	32 (6%)	19 (4%)	26 (6%)	13 (3%)	20 (4%)	15 (4%)	125 (5%)

*Totals do not equal 100% due to multiple arrangements.

When after school arrangements are compared to the arrangements reported for inservice and vacation days and for summer, slight variations can be noted (See Table 3).

Table 3
Comparison After School, Inservice/Vacations and Summer

Type of Care	After School N=2,757	Inservice N=2,059	Summer N=2,059
Relative Care (most frequently mother)	1,646 (59%)	1,600 (78%)	1,541 (75%)
Sibling	264 (10%)	326 (16%)	273 (13%)
Alone/Self Care	435 (16%)	120 (6%)	67 (3%)
Family Day Care or Day Care Center	529 (20%)	508 (25%)	477 (23%)
After School Day Care Program	155 (6%)	62 (3%)	46 (2%)
Sitter in Child's Home	125 (5%)	102 (5%)	123 (6%)
Community Care	263 (10%)	----	----
Another Child's Home (adult may not be present	145 (5%)	----	----

(Totals do not equal 100% due to multiple arrangements.)

Parent and relative care is from 15% to 20% higher on inservice and vacation days and during the summer. This suggests that many parents take time off from their work to be at home during inservice days, school vacation periods or summers. Sibling care and care in day care centers/family day care homes also increases slightly during these periods. Use of after school day care programs, on the other hand, decreases during inservice days, vacations and summer. This decrease undoubtedly reflects that fact that only half as many spaces are available for all day inservice and vacation sessions operated by after school programs.

Time Parents Are Home

It is clear that, despite the high percentage of mothers working, many parents in the survey have made being home after school a priority. Although the earliest choice on the survey was 5:00 p.m., three hundred and three parents (12%) added comments to the survey form to indicate that they are home before 5:00 p.m. Two-thirds of these mothers reported that they worked part time. Table 4 (page 7) indicates the time parents arrive home between 5:00 p.m. and 6:30 p.m.

Table 4
Time Home From Work by Employment and Marital Status

Time Home	Number (%)	Mothers FULL TIME EMPLOYMENT Single Parent(%)	Two Parent(%)	Mothers PART TIME EMPLOYMENT Single Parent(%)	Two Parent(%)
before or by 5:00 p.m.	832 (68%)	180 (64%)	332 (73%)	35 (60%)	285 (65%)
5:30 p.m.	197 (16%)	61 (22%)	78 (17%)	6 (11%)	52 (12%)
6:00 p.m.	52 (4%)	15 (5%)	19 (4%)	2 (4%)	17 (4%)
6:30 p.m.	18 (1%)	6 (2%)	3 (1%)	2 (4%)	7 (2%)
Night/ Shifts	128 (11%)	18 (7%)	25 (5%)	12 (21%)	73 (17%)
TOTALS	1,228(100%)	280(100%)	457(100%)	57(100%)	434(100%)

Sixty-eight percent of the families with working mothers say that a parent is home either before or by 5:00 p.m.: 64% and 73% of the families with full-time employed single- and two-parent mothers respectively and 60% and 65% of the part-time employed mothers. Only a small number reported arriving home between 6:00 and 6:30 p.m. However, a total of 125 (10%) of this sub-sample works nights or shifts, including 28% of the employed single-parent families. This could be a significant problem for these families as few caregivers are available for night or shift care.

Problems With Current Arrangements

Of the 1,370 families with employed mothers who answered the question regarding special problems with their after school child care arrangements, one-third of the mothers working full-time and one-fourth of the mothers working part-time reported one or more problems with their current situation. Table 5 shows the types of problems related to after school care reported by working families.

Table 5
Problems With After School Child Care
(N = 1,370 families with employed mothers)

Problem	Number of Families	%
1. Children don't want to go there	48	4%
2. Cost is too high	85	6%
3. Can't find anything nearby/can't find appropriate care	32	2%
4. Multiple problem (not included above)	92	7%
5. Other problems (i.e., transportation; hours of operation of child care; joint custody situations	74	5%

Parents also identified problems in the comments added to the survey form. These problems are discussed on page 10.

Community Supports for Children

The Task Force on School Age Children (1983) reported that support for school age children should include:

- . an adult who is available to help children handle emergencies.
- . a sense of security at home and in the neighborhood.
- . someone to talk to when there are problems.
- . an opportunity for exercise, meeting friends and recreation after school.

Parents in this survey were asked to verify their agreement/disagreement with these community supports. More than 85% highly agreed with the need for adult help, 88% highly agreed with the need for a sense of security, 79% highly agreed with the need for someone to talk to when there are problems, but only 57% highly agreed with the need for an opportunity for exercise and recreation. However, less than 5% of the parents disagreed with any of these community supports--they seem to be commonly-held beliefs about school-age care, and ones these parents generally supported as well.

In addition, parents cited a number of other supports: transportation that is free to good activities, a feeling that the community cares about them, and support in children's efforts to mediate neighborhood disputes.

Age to Stay Alone

In the last part of the questionnaire, parents were asked to give their ideas about the appropriate age for leaving a child alone. Parents' anectdotal comments lead us to believe they may try self care gradually--leaving children alone for short periods of time on an occasional basis and incrementally increasing the length and frequency of such care. Factors such as "the child's maturity," and "ability to handle emergencies" were often cited as parents considered leaving children alone.

The average age the total sample indicated that most children can be left alone for brief periods of time or all day to care for themselves is as follows:

. for a short time	- 8.1 years	(range 1-12 years)
. in the evening	-11.2 years	(range 5-13 years)
. every day after school	-10.4 years	(range 5-13 years)
. during day on holidays	-11.4 years	(range 5-13 years)

In addition to age other factors were cited (maturity, security of the neighborhood, etc.) which should be added into the equation of consideration about whether children should stay alone.

Parent Comments

At the end of the survey form parents were asked to comment on the after school child care needs in Madison, the community's response, or their own child care situation. In spite of a limited amount of space available on the form, 1,279 parents (44% of total respondents) added comments. Eight categories were used to classify the comments, with each parent comment being assigned to one category (See Appendix C for categories and sample comments). In addition, the mention of specific problems in the comments was tabulated.

There were many comments on the community's role and response to school-age child care needs. Of the 1,279 parents who added comments, 8% believed it is "the parent's responsibility" and about 15% believe that the community had some responsibility for after school day care. Another 21% of the parents indicated their support or acknowledged the need for school-age child care without commenting on whether it is a family or community responsibility.

Interestingly, of the parents who commented, 24% indicated problems they had experienced in finding or using school-age child care. In contrast, 16% reported that they had no problems either because they were at home (7%) or because they had satisfactory child care arranagements (9%).

Of the specific problems indicated in the comment section, cost of care was reported by 15% of the respondents and 8% reported problems related to the hours care was available and factors related to school procedures such as dismissal times and length of school day.

CONCLUSIONS

The response to this survey which was carried home to parents by their school-age children was high. In general parents seemed eager to share the information as illustrated by the fact that many mailed completed forms to 4-C rather than sending them back to school with their child and that almost half of the parents took time to add their own written comments to the form. Several parents added long statements of their problems and concerns. The fact that the survey was distributed through the public schools is likely to have contributed to the parent response.

The characteristics of the families that responded to the survey are very similar to the characteristics of the general population. It is interesting to note that parents who were at home completed the survey even though many questions were directed at parents who were not at home because of employment or training. While some of these parents emphasized that the choice parents make about employment does not relieve them of their responsibilities for their children, many others indicated they were "lucky" they could be at home.

While slightly more than half of the parents indicated that they were available to care for their own school-age children, almost 2,500 school age children in this survey* were in some other child care arrangement after school at least one day per week. If projected across the Madison Metropolitan School District, there would be about 5,000 children who are not in the care of their own parents at least or or more days per week.

*Weighted sample.

The child care arrangements used by parents varied from formal care to self care and frequently involved more than one type per week. Almost one-third of the parents used a formal child care arrangement (family day care, day care center, after school day care program, or sitter in child's home). More than one-fourth of the parents used their own children, either as sibling care or self care. The use of self care increased with age, from 5% of the kindergarten children to 34% of the fifth graders. It should be noted with sibling care that older children are usually released from school later in the afternoon, thus leaving younger children in short periods of self care.

Currently, in Madison there are less than 500 spaces for school-age children in after school programs and in day care centers. Drop-in centers are available in four locations for approximately 150 children. While it is not possible to determine the number of children who can be cared for in family day care home setting, the parent responses on this survey suggest that 1,000 to 1,500 school age children across the district may be in home care or with babysitters in their own home. Thus, there are between 1,650 and 2,150 child care spaces for approximately 5,000 children who are not in their parent's care. This could help to explain the problems indicated by families in locating care and the high numbers of children in self-care and sibling care.

On school inservice and vacation days and during the summer, parent care is used by almost three-fourths of the families. The use of formal care and sibling and self care remain about the same.

About one-third of the families with employed mothers reported having problems with their current after school arrangements. In the comments added by 44% of the respondents, one-fourth of the parents reported problems related to finding or using child care. The most frequent problem indicated in both areas was cost of care. Of the 450 parents who added comments in support of school-age child care, many combined their support for more child care services to the need for services to be low in cost.

School-age care is very much a part of the lives of many Madison parents. Parents have shared their arrangements they use and problems they have experienced. While some parents have expressed the view that this care is the responsibility of the parent and not the community, many more have indicated their support for more services and the public support to insure that good services are available.

4-C School-Age Child Care Parent Survey: 1983 APPENDIX A
City of Madison Office of Community Services

1. Name of the elementary school your children attend: _____

2. Do your children ___walk or ___go by bus to elementary school?

3. Circle the number of each group living in your household:

Infants/toddlers	0	1	2	3	4	5	Third graders	0	1	2	3	4	5
Preschoolers	0	1	2	3	4	5	Fourth graders	0	1	2	3	4	5
Kindergarteners	0	1	2	3	4	5	Fifth graders	0	1	2	3	4	5
First graders	0	1	2	3	4	5	Middle schoolers	0	1	2	3	4	5
Second graders	0	1	2	3	4	5	High schoolers	0	1	2	3	4	5

Number of adult parents in the home: 1 2 Other adults: 0 1 2 3 4

(if you have a kindergarten child, answer Q. 4; if not, go to Q. 5)

4. Does your child go to a full-day kindergarten? ___No ___Yes (which? _____)

5. Check the following employment/training activities which require parents to be out of the home in your household:

Employed full-time: ___mother ___father Student full-time: ___mother ___father
Employed part-time: ___mother ___father Student part-time: ___mother ___father

6. Approximate time you are home from work or school in the afternoon:

___5:00 ___5:30 ___6:00 ___5:30 ___work nights or ___work shifts

7. Your marital status: ___married ___divorced ___separated ___widowed ___never married

8. Gross combined family income before taxes (1982 tax form):

___below $7,999 ___$12,000-$17,999 ___$25,000-$34,999
___$8,000-$11,999 ___$18,000-$24,999 ___$35,000 or more

9. What do your elementary school children do immediately after school each day?

A. CHILD USUALLY GOES RIGHT HOME AFTER SCHOOL. (Put the number of days per week the child is cared for by the following individuals in the box under child's grade)

Care is provided by:	Child's Grade /# of days Kind.	1st	2nd	3rd	4th	5th
No one/child cares for self						
Mother						
Father						
Older brother or sister						
Other adult relative/your home						
Babysitter in your home						

B. CHILD USUALLY GOES SOMEPLACE OTHER THAN HOME RIGHT AFTER SCHOOL. (Put the number of days per week the child is cared for in other arrangements in the box under grade)

Child goes to these:	Child's Grade /# of days Kind.	1st	2nd	3rd	4th	5th
To babysitter/family day care home						
To preschool day care center						
To an after school program that enrolls in advance/has a fee						
To a drop-in school-age program (no advance enrollment/no fee)						
To Scouts						
To lessons (music/drama/dance, etc.)						
To another child's home/adults present		15				
To another child's home/no adults present						

10. What arrangements do you have for your elementary school children during days when school is called off for teacher in-services or winter/spring vacations?

___child stays alone ___mother home ___father home ___older sibling home
___goes to sitter/family day care ___goes to day care center
___goes to after school day care program ___goes to drop-in program

Other: _____

11. What arrangements do you have for your elementary school children during the summer vacation period (mid-June to late August)?

___child stays alone ___mother home ___father home ___older sibling home
___goes to sitter/family day care ___goes to day care center
___goes to after school day care program ___goes to drop-in program

Other: _____

12. What special problems do you have with your current after school arrangements for elementary school children? ___none ___children don't want to go there

___cost is too high ___can't find anything nearby ___can't find appropriate care

Other: _____

13. Please rate your agreement/disagreement with the following supports which some people feel should be present in a community for all school-age children. Circle the number which represents the level of your agreement/disagreement.

School-age children should have:	Highly agree				Highly disagree
a. an adult who is available to help children handle emergencies.	1	2	3	4	5
b. a sense of security at home and in the neighborhood.	1	2	3	4	5
c. opportunities for exercise, meeting friends, and recreation after school.	1	2	3	4	5
d. someone to talk to when there are problems.	1	2	3	4	5

Other community supports that should be present: _____

_____

14. While age is not the only consideration for parents when leaving a child alone, what age do you think most children can stay by themselves? (Circle the age below)

	Age of child											
a. for a short time (less than 30 min).	1	2	3	4	5	6	7	8	9	10	11	12
b. in the evening (say, 7 p.m.-10 p.m.)	1	2	3	4	5	6	7	8	9	10	11	12
c. every day after school until 5:30 p.m.	-	-	-	-	5	6	7	8	9	10	11	12
d. during the day on school holidays/summer vacation					5	6	7	8	9	10	11	12

15. Besides age, what else do you think parents should consider when they begin to leave their children alone after school for two or three hours?

_____

16. Comments on after school child care needs in Madison, the community's response, or your own situation:

_____

Appendix B
Madison Metropolitan School District
Percent of Students by Family Status
1983-84 School Year

School	Number	Two Parent Families	Single Parent Families (Mother or Father)
Allis	300	95%	5%
Crestwood	278	88%	8%
Elvejhem	344	84%	15%
Emerson	265	72%	27%
Falk	386	87%	10%
Franklin	248	58%	39%
Glendale	303	76%	19%
Gompers	287	89%	9%
Huegel	355	91%	7%
Kennedy	515	85%	14%
Lakeview	438	67%	30%
Leopold	479	73%	23%
Lincoln	461	63%	36%
Lindbergh	192	94%	6%
Lowell	441	90%	8%
Marquette	325	62%	31%
Mendota	283	72%	26%
Midvale	342	84%	15%
Muir	309	77%	20%
Orchard Ridge	411	77%	20%
Randall	414	93%	5%
Sandburg	228	82%	18%
Schenk	264	71%	26%
Shorewood	414	90%	9%
Stephens	256	83%	15%
Thoreau	238	86%	9%
Van Hise	298	89%	9%

APPENDIX C

Parent Comments from Survey

2914 parent returned survey forms
1279 parents added comments (44%)

CATEGORIES	Number	Percent
1. Parents Responsible for Care - children are parents responsibility; each family should find their own child care; let parents arrange their own, no more "assistance to low income only" programs; there is definately a need but programs should not be publicly funded.	103	8%
2. Community Responsible for Care - should be after school programs in all schools as most parents are working; the school board should not charge rent for after school programs; not enough programs and not enough public support; corporations should provide child care facilities; our government should provide free quality child care for every working parent.	194	15%
3. Acknowledged Need for School Age Care - I feel it is very necessary; I appreciate having the program at (school) even if I don't use it now but in the future I may want to; Madison needs after school programs in all areas of the city; I think Madison needs a place for children to be, a safe place; there should be more care even for kids up to 12.	260	21%
4. No Problem/Parent at Home - after watching the unsupervised junior high children in our area, our children will be supervised if it means I must continue to stay home and not work; not familiar with needs since we've never used programs; I'm lucky enough to be at home; I have the best of two worlds - I'm a child care provider and I'm home when my children come home.	88	7%
5. No Problem/Parent Employed - I'm lucky to have a very reliable sitter; we enjoyed using the after school day care program for two years; we live near a park, the neighbor kids get along well and call each other to arrange for baseball, football, catch, etc.	109	9%
6. Problems/ Parents Employed - the cost is too high; there needs to be more awareness to the needs of the physically handicapped; non-existant --very difficult to obtain, have been forced to limit employment; it's hard to find a once a week solution; it sure would be easier if school lasted until 5; programs end at 5:30 and we need care until 6:00; only one choice available; can't find part time care.	308	24%
7. General Comments and Suggestions - occasional drop-in programs for children of non-working mothers; life's a bitch; I think it would be nice to have a room with a supervisor where kids could do homework after school; its a shame so many parents have to work.	131	10%
8. Concerns for Children's Well-being - children should feel secure in their environment/surroundings; I feel too many children go home to empty homes and feel it is wrong; with older children I feel it is as important for them to be supervised as young ones.	65	5%

Many parent comments included specific problems, especially in items #3, #6 and #7. The following categories indicate the problems noted.

1.	Cost - fees to high; need low cost care.	188	15%
2.	Problems with times of care - need before school care; need care in evenings.	67	5%
3.	Problems related to school procedures - dismissal times need to be the same, my child couldn't ride on the bus; kindergarden day is to short; the school day needs to be longer.	44	3%
4.	Location of services - need to be in school; close to school so children don't have to walk.	15	1%
5.	Problems related to specific times of year - can't find care during vacations; summer is a problems.	13	1%
6.	Sick care	3	
7.	Variety/alternative - need more kinds of care; more care is needed.	46	4%